Hilliard State School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

Hilliard State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. The plan aligns with responsibilities and expectations outlined in The Code of School Behaviour.

2. Consultation and data review

Hilliard State School’s Responsible Behaviour Plan for Students was developed and approved in August 2010. In 2013, a review was undertaken of this document. A consultative process involving staff and parents was carried out in Semester One, 2013.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director – South East Region in August 2013, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

Hilliard State School is committed to providing a quality public education system that delivers opportunities for establishing strong partnerships within the school community and to preparing students for the challenges of a changing society through dynamic curriculum and sound pedagogy.

At Hilliard State School we believe that:-

- All children can learn.
- Effective teaching caters for individual needs and abilities.
- Everyone is responsible for their own behaviour.
- Constructive communication builds productive partnerships.
- School should be a safe, supportive and disciplined environment.

Rights and Responsibilities

In order to maintain a safe, supportive and disciplined learning environment, all members of the school community need to conduct themselves in a responsible manner that recognises and respects the rights of others.

Rights

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<td>To feel safe at school.</td>
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<td>To learn in a supportive environment.</td>
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<td>To be treated with dignity and respect.</td>
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<td>To feel safe at school.</td>
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<td>To work in a supportive environment.</td>
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<td>To be treated with dignity and respect.</td>
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<td>To feel safe at school.</td>
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<td>To be kept informed of their child’s progress at school.</td>
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<td>To be treated with dignity and respect.</td>
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Responsibilities

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<td>To follow the rules.</td>
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<td>To be honest.</td>
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<td>To do your personal best at all times.</td>
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<td>To provide a safe, supportive and orderly environment</td>
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<td>To encourage students to do their personal best</td>
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<td>To foster positive learning outcomes</td>
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Parents/Carers

- To support the school’s policies, programs and procedures
- To work in partnership with the school to achieve the best for their child

School Rules

School and classroom rules and routines are established to protect the rights of everyone within the school community.

Be Safe

Be Respectful

Be a Learner

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Effective behaviour support includes:

*Quality learning and teaching practices.* Teachers at this school continually strive to improve their professional practice and reflect upon their delivery of educational services.

*A balanced, relevant and engaging curriculum.* Teachers at this school work collaboratively in year level teams to develop integrated units of work that build on the background experiences of students and promote active investigations and learning that is connected to real life experiences.

*Whole of school positive, proactive social skilling programs.* The school draws on the following programs to develop positive behaviour:

**You Can Do It Program**

The Five Foundations (Keys) for Achievement & Social-Emotional Well-Being: Confidence, Persistence, Organisation, Getting Along & Resilience.

**High 5 anti-bullying strategy**

The High 5 anti-bullying strategy is a school wide positive support program. This is a process for children to use when they come across a bully.

*If you meet a bully at school, use the High 5 and stay cool.*
1. Ignore
2. Walk Away
3. Talk Friendly
4. Talk Firmly
5. Report or Tell

The school reinforces the positive behaviours of students through school-wide Awards for positive behaviour:

- Being Safe Award;
- Being Respectful Award; and
- Being a Learner Award.

**Universal behaviour support**

Hilliard State School has developed the following three school-wide rules to facilitate good behaviour:

- Be Safe;
- Be Respectful; and
- Be a Learner.

To assist the implementation of these rules, a Hilliard State School Behaviour Expectations Matrix outlining expectations for behaviour in each of the school settings has been developed: Appendix 6.

**Behaviour Management Flowchart**

Hilliard State School makes systematic efforts to prevent both minor and major student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences through the following Hilliard State School Behaviour Management Flowchart in both the classroom and the playground: Appendix 5.
Student Leadership Program
At Hilliard State School, we focus on developing our students’ leadership skills through formal leadership opportunities and practical leadership experiences. Our approach recognises that students can be leaders across many different areas, and that leadership skills learnt in primary school can lay the foundations for future leadership opportunities.

Leadership Characteristics
- Responsibility
- Confidence
- Getting Along
- Integrity
- Resilience
- Creativity
- Organisation
- Emotional Awareness (of self and others)
- Openness (to new ideas and alternative points of view)

The following represents the leadership opportunities and the leadership experiences implemented at Hilliard State School. These are regularly reviewed.

Leadership Opportunities
- School Captains and Vice Captains
- Prefects
- Student Council Presidents
- Student Council Class Representatives years 3-7
- House Captains and Vice Captains
- Music Captains and Vice Captains
- eLearning Leaders
- Library Leaders
- Class monitors e.g. tuckshop, messages etc.
- Year 5 Mentors program
- Interschool sport team captains

Leadership Experiences
- Class Meetings
- Buddy Classes
- Leading whole school assembly
- Presenting or performing at assemblies and official functions
- Meeting and guiding visitors around the school
- Camps (Leadership, Teamwork, Resilience and Personal Responsibility)
- Curriculum involvement / activities in the classroom

We expect a high standard of leadership from our elected student leaders. Student leadership roles are positions of responsibility and involve leading by positive example. Should a student leader not display appropriate leadership and responsibility his/her leadership badge and duties may be removed.

You Can Do It Awards and End of Term Prize
Staff issue relevant awards (Getting Along, Persistence, Resilience, Confidence, Organisation) to students who exhibit appropriate behaviour according to the You Can Do It program. Students write their name, year level and House on the back of the awards and put them in the relevant House box (Carlson, Aston, Butler and Rogers). At the weekly assembly, one award will be drawn from each house box. Our school Chaplain will provide a suitable prize for each recipient.

A weekly tally for each house will be provided on assembly and in other communications.

At the end of each term, the winning house will negotiate their reward with the Principal. The winning house will be determined by the highest average points (that is, total house points divided by total house students). The winning house captains for each term will be presented with the Hilliard You Can Do It Shield.

Our house captains, in conjunction with the school chaplain, will count the awards and calculate the average for each house. This process will be undertaken in the second last week of each term. The winning house will be announced on parade in the last week of
each term. The prize afternoon will occur on Wednesday, Thursday or Friday of the last week of the term.

**Being Safe, Being Respectful and Being a Learner Certificates**

The aim of the certificate is to acknowledge the achievement of those students who consistently work well and observe school rules (Be Safe, Be Respectful, Be a Learner). The student receives a certificate on assembly and also has his/her name published in the school newsletter.

- **Targeted behaviour support**

At Hilliard State School we recognise that some children will require extra support with their behaviour, learning, social skills and emotional development. These children are identified by teachers, administrators and parents and referred to the Special Needs Action Committee (SNAC).

**Personal Property**

Inappropriate personal property brought to school can be temporarily removed by staff. Such personal property will be returned to the student, or the parent, at the end of the school day. If dangerous items e.g. pocket knife, inappropriate items are confiscated, these must be handed back to parents only.

**Thinking Room**

Should a student exhibit major behaviours, that student may be referred to the Thinking Room. A staff member sending a student to the Thinking Room for a major behaviour must complete a Thinking Room referral form: **Appendix 9** (Triplicate Booklet – Thinking Room Copy, Class Teacher Copy and One left in referral book). The referring staff member will also complete a One School behaviour incident, noting Thinking Room as one of the behaviour strategies, and will refer to the relevant sector Deputy Principal.

The referring staff member will also make telephone contact with the parent/carer of the child within 24 hours of the lodgement of the Thinking Room Referral form (NB: should a Teacher Aide refer a student to the Thinking Room, that Teacher Aide will inform the relevant classroom teacher and also provide him or her with a copy of the completed referral form. The classroom teacher will then contact the parents of the student within 24 hours).

Should a student refuse to attend the Thinking Room, the student will be required to attend a further session the following day. If a student is still refusing to attend, School Administration must be notified.

Thinking Room staff must notify Administration for assistance with large student numbers or if student demeanour is inappropriate.

The Thinking Room will operate daily from 1.40 – 2.05pm and will be staffed by a designated staff member. In the Thinking Room, the student completes a Reflection Sheet and must stay in the Thinking Room from 1.40 – 2.05pm (**Appendix 7 & 8**). Following completion of the reflection sheet, students are required to sit quietly and reflect upon their prior behaviours. No students will be released early from the “Thinking Room”.

A “Thinking Room” Register will be maintained by the designated Thinking Room staff member, documenting the names of all referred students including their arrival and departure times, as well as their demeanour whilst in the Thinking Room.

Administration will monitor Thinking Room referrals in One School, including frequency of visits and the nature of major behaviours being referred. Administration will also monitor the Thinking Room Register.

- **Intensive behaviour support**

Hilliard State School recognises that some students may require referral to the Special Needs Action Committee (SNAC). Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student, along with the needs and rights of school community members. This is further elaborated in the Consequences for Unacceptable Behaviour, Network of Student Support Sections and Consideration of Individual Circumstances.
A team approach is adopted with the teacher, parent, student (if possible) and Special Needs Action Committee (SNAC) working collaboratively. Students who are considered to be at risk and have experienced a range of behaviour management strategies proceed through the SNAC referral process, which may include:

- Collation of data – both inappropriate behaviour and targeted support
- Gaining support and input of parents/carers
- Discussion at weekly Special Needs Action Committee (SNAC) meeting
- School Chaplain referral
- Behaviour Support Teacher – Behaviour Management referral
- School Guidance Officer referral
- Development of an Individual Behaviour Management Plan – including goal setting/recording and regular case conferences to monitor and discuss progress
- Application for additional Teacher Aide time to support student

5. Emergency responses or critical incidents

All staff at Hilliard State School have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic Defusing Strategies

Avoid escalating the problem behaviour
Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment
Model the behaviour that you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

Approach the student in a non-threatening manner
Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through
If the student starts displaying the appropriate behaviour briefly acknowledge their choice and redirect other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.

6. Consequences for unacceptable behaviour

Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable and have consequences. Consequences are applied after consideration has been given to the unique circumstances of each situation. At Hilliard State School, the following consequences are applied for unacceptable behaviour:

Minor Behaviour Consequences:
• Moving down the STEPS Triangle (visual cue)
• Time out in the classroom
• Time out in a buddy classroom
• Completion of a minor behaviour reflection sheet
• OneSchool report recorded
• Phone/written contact with parents
• Lunchtime detention to catch up on missed work
• Withdrawal of privileges including loss of playtime
• Community services like picking up litter

**Major Behaviour Consequences:**
• Thinking Room referral
• Time out in the office
• Completion of a behaviour reflection sheet
• OneSchool report recorded
• Phone/written contact with parents
• Community services like picking up litter
• School suspension
• Establishment of an Individual Responsible Behaviour Plan
• Loss of privileges including school sport and excursions
• Behaviour Improvement Condition
• Exclusion.

**Suspension and Exclusion Policy**
Suspension from attendance
The Education Act (General Provisions) 2006 gives Principals authority to suspend a student for up to 20 school days and to exclude. He/she will then state the reason for his/her actions. A student can be suspended for:
• Disobedience
• Misconduct or;
• Conduct that is prejudicial to the good order and management of the school.

Suspensions at Hilliard State School will be considered for major incidents including other circumstances that threaten the good order and management of the school as determined by the Principal.

Persistent Thinking Room referrals and suspensions may result in privileges being withdrawn e.g. excursions, camps, interschool sport, graduation ceremony.

**Minor and Major Behaviours**
The focus at Hilliard State School is always on proactive, preventative whole school approaches to a safe and supportive learning environment however, certain types of behaviour are unacceptable and possible consequences may be applied as per the Minor/Major Behaviour Definitions and Examples chart: Appendix 4.

7. **Network of student support**

At Hilliard State School, any student who is considered to be “seriously at risk” of significant educational underachievement due to inappropriate behaviour is supported using a proactive problem solving approach.

A team approach is adopted with the teacher, parent, student (if possible) and Special Needs Action Committee (SNAC) working collaboratively. This is further elaborated in the behaviour support section.

When a student is receiving intensive behaviour support, all behaviour that is contrary to school rules or classroom procedures will be managed based on the individual/s involved. Parents of the student will be notified of breaches and consequences developed based on individual circumstances.

8. **Consideration of individual circumstances**

Consequences for breaking the school rules or breaching the school’s Responsible Behaviour Plan for Students vary according to a number of factors which may include:
• Age of the child
• Previous behaviour record
• Severity of the incident
• Amount of reliable evidence
• Degree of provocation
• Intent of the action
• Special Education Needs
• Honesty and perceived level of genuine remorse.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Student Disciplinary Absences are to be used after consideration has been given to all other responses.

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related departmental procedures
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources
This could include:
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

12. Appendices
Appendix 1: Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)
Appendix 2: WORKING TOGETHER TO KEEP HILLIARD STATE SCHOOL SAFE
Appendix 3: The Use of Personal Technology Devices* at School
Appendix 4: Minor/Major Behaviours Definition and Examples
Appendix 5: Hilliard State School: Behaviour Management Flowchart
Appendix 6: Hilliard State School Behaviour Expectations Matrix
Appendix 7: Hilliard State School Personal Reflection Sheet Year 3-7
Appendix 8: Hilliard State School: Pictorial Reflection Sheet
Appendix 9: Hilliard State School: Thinking Room Referral

Appendix 10: Related legislation
Appendix 11: Related departmental procedures
Appendix 12: Some related resources
Appendix 13: Appendices
Appendix 1

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose
1. Hilliard State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Hilliard State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Hilliard State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Hilliard State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Hilliard State School are an addition to our already research-validated school wide positive behaviour support processes. This means
that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Hilliard State School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the steps to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Hilliard State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Hilliard State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

15. Hilliard State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 2
WORKING TOGETHER TO KEEP HILLIARD STATE SCHOOL SAFE

We can work together to keep knives out of school. At Hilliard State School:
 Every student has the right to feel safe and be safe at school.
 No knives are allowed to be taken to school by students.
 There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?
 No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
 Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
 In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school. The principal can take action against a student who brings a knife to school.
 If a student has a knife at school, principals can inform the police.
 Possessing a knife at school may result in serious disciplinary consequences including suspension.
 Police can search a student and their property at school if they suspect a student has a knife.
 A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
 School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
 If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
 If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Hilliard State School safe?
 Make sure your child knows what the laws and rules are about knives.
 Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
 Contact your school principal if you believe your child is being bullied or threatened at school.
 To talk about students and knives at school, please contact The Principal.

Appendix 3
The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Mobile Phones
Should a student need to bring a Mobile Phone to school, their Mobile Phone must be handed to the office when they arrive to school after 8.30am. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will
be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in to the school office upon arrival at school. Such devices can be collected from the office at 3.00pm.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Hilliard State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in any of the following breaches of this policy will be subject to discipline (including suspension and recommendation for exclusion):

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

- Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
<table>
<thead>
<tr>
<th>Minor Behaviours</th>
<th>Examples</th>
<th>Major Behaviours</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non compliance</td>
<td>Not following the directions of an adult</td>
<td>Defiance</td>
<td>Persistent blatant refusal to follow directions by an adult, resulting in a severe interruption of others or running away.</td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>Speaking impolitely or disrespectfully to others, bossy behaviour, calling out, talking at the wrong times, racist/religious or sexist language.</td>
<td>Gross verbal misconduct</td>
<td>Severe verbal misconduct including swearing, threatening and abusive language directed at an adult.</td>
</tr>
<tr>
<td>Non-verbal misconduct</td>
<td>Using gestures or physical actions to cause a disruption to learning.</td>
<td>Gross non-verbal misconduct</td>
<td>Use of gross non-verbal physical actions to disrupt the learning or directed at an adult.</td>
</tr>
<tr>
<td>Physical contact/aggression (non-serious but inappropriate)</td>
<td>Physical contact that does not result in injury.</td>
<td>Fighting/Physical contact/Aggression (serious)</td>
<td>Physical contact with the intent or having the outcome to cause injury.</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Maltreatment of property belonging to the person, others or the school.</td>
<td>Vandalism</td>
<td>Deliberate attempts to harm or destroy the property of the person or others.</td>
</tr>
<tr>
<td>Minor stealing</td>
<td>Taking the possession(s) of another (insignificant monetary value) without their expressed consent</td>
<td>Major Theft</td>
<td>Taking the possession(s) of another (significant monetary or personal value) without their consent with intent to permanently deprive.</td>
</tr>
<tr>
<td>Out of Bounds</td>
<td>Playing or wandering through areas out of bounds.</td>
<td>Leaving the school grounds.</td>
<td>Leaving the school grounds during school hours without permission.</td>
</tr>
<tr>
<td>Lying</td>
<td>Not telling the truth to an adult.</td>
<td>Slander</td>
<td>Lying with the intent to cause slander of a staff member or adult.</td>
</tr>
<tr>
<td>Lateness</td>
<td>Being late to class with an invalid reason.</td>
<td>Unauthorised absences greater than 3 days.</td>
<td>Student has not turned up for school for 3 days or more.</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Any violation not in compliance with the school dress code.</td>
<td>Serious Dress Code Violation</td>
<td>Chronic violations of the dress code or a violation that requires alteration beyond the classroom environment.</td>
</tr>
<tr>
<td>Teasing</td>
<td>Hurtful remarks to others that are unkind and unfriendly.</td>
<td>Harassment/Verbal/physical Intimidation/Bullying</td>
<td>Verbal or physical threat or disrespectful, repeated messages to another person that include threats and intimidation, bullying.</td>
</tr>
<tr>
<td>Contraband Items</td>
<td>Bringing items not allowed at school.</td>
<td>Illegal Weapons, Illegal Substances</td>
<td>Bringing objects that could be used as weapons and illegal chemical substances to school, as well as implements to use such items.</td>
</tr>
<tr>
<td>Information Technology Misconduct</td>
<td>Mal-application of ICT equipment at the school or misconduct using technology.</td>
<td>Cyberbullying</td>
<td>Persistent name calling, threats or disrespectful messages to others online.</td>
</tr>
<tr>
<td>Sexual Misconduct</td>
<td>Intentional inappropriate physical or verbal contact of a sexual nature. Drawings of a sexual nature.</td>
<td>Gross Sexual Misconduct</td>
<td>Intentional inappropriate physical contact or invitations of a sexual nature. Sharing of pictures or viewing sexual images.</td>
</tr>
<tr>
<td>Cheating</td>
<td>Willingly copying another’s work or answers; letting someone copy your work/answers</td>
<td>Repeated Minor Behaviours</td>
<td>Persistent and repeated minor behaviours continue after Minor Flowchart steps 1-4 implemented</td>
</tr>
</tbody>
</table>
Appendix 5

Behaviour Management FLOWCHART
Using Major/Minor Behaviour Definitions

Hilliard State School
Reference: Education Qld’s “Essential Skills for Classroom Management”

Major Immediate
Ensure the safety of the Class or Children nearby
Call the DP or use a Red Office Alert Card for help
Within 48hrs, the referring staff member completes a Thinking Room referral form and puts it in the Box (parent or child referred is to be contacted within 24hrs of referral being completed)
Provide adult or student escort to office as needed
Accompany student with office referral form.

Major Delayed
No immediate threat to safety. Keep student in current environment.
Staff member completes a Thinking Room referral form and puts it in the Box (parent or child referred is to be contacted within 24hrs of referral being completed)
Student attends Thinking Room and completes a reflection sheet

Steps/Visual Cues in Class
Step 1
Request the behaviour that is required. Re-teach.

Step 2
Redirect to required behaviour. “You need to... thanks”

Step 3
Give a Choice.

Step 4
Follow Through.

Line of Decision: Is the problem minor or major incident?

Compliance: Praise, Positive Reinforcement, Use of Rewards

Monitoring, Teaching, Establishing Expectations, Giving Instructions, Positive Reinforcement.

Missed time caught up in own time e.g. Lunchtime

Time out in Buddy Class: Minor Reflection Sheet, OneSchool Record, Parent Contact

Follow Through: Time out in Class with Adult on duty, Visual Cues: Step 4

Give a Choice: Step 3

Redirect to required behaviour. “You need to... thanks”

Request the behaviour that is required. Re-teach.

Ensure the safety of the Class or Children nearby

Call the DP or use a Red Office Alert Card for help

Within 48hrs, the referring staff member completes a Thinking Room referral form and puts it in the Box (parent or child referred is to be contacted within 24hrs of referral being completed)

Provide adult or student escort to office as needed

Accompany student with office referral form.

Administrator will consult OneSchool behaviour record and/or the referral form/ reflection sheet. Further investigation may be required. A decision about a consequence will be made in accordance with the school’s Responsible Behaviour Plan for Students.

Parental Contact if required.

In school consequence
Suspension
Exclusion

Return to Class
### Appendix 6

#### Hilliard State School Behaviour Expectations Matrix

<table>
<thead>
<tr>
<th>SETTINGS</th>
<th>BE SAFE</th>
<th>BE RESPECTFUL</th>
<th>BE A LEARNER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At all times</strong> <em>(including Excursions / Interschool sport / camps)</em></td>
<td>I keep my whole body to myself.</td>
<td>I listen to others.</td>
<td>I attempt all activities positively.</td>
</tr>
<tr>
<td></td>
<td>I remain in my designated area.</td>
<td>I follow adults’ directions.</td>
<td>I am responsible for my own choices and actions.</td>
</tr>
<tr>
<td></td>
<td>I use equipment appropriately and safely.</td>
<td>I am polite by looking and listening.</td>
<td>I am a positive role model of others.</td>
</tr>
<tr>
<td></td>
<td>I walk safely on pathways.</td>
<td>I use polite words.</td>
<td>I am problem solver.</td>
</tr>
<tr>
<td></td>
<td>I use seats for sitting on.</td>
<td>I use a courteous tone of voice.</td>
<td>I attempt all tasks to the best of my ability.</td>
</tr>
<tr>
<td></td>
<td>Returning to class from Transition Classroom/Play A</td>
<td>I treat all property with respect.</td>
<td>I am ready to learn e.g. being on time to class.</td>
</tr>
<tr>
<td></td>
<td>Class</td>
<td>I wear my correct school uniform with pride.</td>
<td>I seek help when I need it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I keep my school clean and tidy.</td>
<td>I get along with others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I am a truthful and an honest person.</td>
<td></td>
</tr>
</tbody>
</table>

#### Classroom/Learning Areas

- I enter the learning area when a teacher is present.
- I leave the learning area with permission.
- I walk to enter and exit the learning areas.

- I use my ‘whole body’ to listen.
- I raise my hand to speak and wait my turn.
- I treat all adults and children with respect.
- I respect the rights of others to learn.
- I respect the rights of my teacher to teach.

- I organise my belongings ready to learn.
- I put effort into keeping my work neat and tidy.
- I challenge myself with my learning.

#### Eating Areas

- I sit in my correct eating area for the first 10 minutes of each break.
- I finish eating my lunch sitting in the undercover area instructed to.

- I place rubbish in the bin.
- I eat my own food.
- I leave the eating area when instructed to.

- I identify healthy foods in my lunch.
- I eat my food to give me energy and help with my learning.

#### Play Areas

- I wear a sun safe hat, shirt and enclosed shoes outside grounds during learning time.
- I stay in the correct play area.
- I keep sticks and stones on the ground.
- I wait to be instructed before entering a play area.
- I play on equipment during first and second break.

- I play fairly – invite others to join in, take turns, follow the game rules.
- I care for my school environment – gardens, trees, plants.
- I wait my turn on equipment.
- I respect others personal and playing space.
- I leave electronic games, special toys and devices at home.

- I am active and play outside.

#### Assembly Areas

- I walk in line, on the path with my class.
- I sit with my legs together.
- I stand tall and still.

- I sit and stand quietly.
- I listen to and watch the presenter.
- I applaud the success of others.

- I listen to announcements.
- I participate in activities.

#### Undercover Areas

- I am in the correct undercover area.
- I eat and drink sitting down.
- I play calmly.

- I make space for others to walk without blocking the path.
- I interact positively with others.

#### Tuckshop

- I wait my turn in line to be served.
- I use manners when speaking with the tuckshop workers.
- I say ‘please’ and ‘thank you.’

- I go to the tuckshop on my own during playtime.
- I stand quietly in the tuckshop line.
- I order lunches before school starts.

- I have my money ready.
- I make healthy choices.

#### Bus Stop Areas

- I sit in the correct area while waiting for buses.
- I remain inside the school grounds until the bus has stopped.
- I enter and travel on the bus in a safe manner.

- I follow bus company rules.
- I listen to, and I follow instructions from the bus driver.
- I know road rules.
- I know the bus I must catch.
- I have my bus pass or money ready.
- I listen and speak loudly and politely when called.

- I have my bus pass or money ready.
- I know the bus I must catch.

#### Toilets

- I am not to play in the toilets.
- I return to class directly after toilet visits.
- I use the correct toilet area.
- I keep food and drinks out of the toilets.
- I use toilet paper and soap correctly.

- I keep the lavatory, sink, and toilets tidy.
- I respect others privacy.
- I talk quietly in the toilets.
- I flush the toilet.
- I ask to go to the toilet during class time.

- I am water wise.

#### Administration

- I help others to get to the office - hurt student, lost visitor.
- I sign in when late to school.

- I quietly wait my turn to speak to office staff.
- I speak calmly and politely.
- I sit quietly in the office.
- I ask office staff to enter the staffroom.

- I use my own username and password.
- I access my own files.

#### Computer Areas

- I access safe and appropriate online websites.
- I follow our school Computer Use Agreement.
- I leave food and drinks away from computers.

- I use a quiet voice when speaking.
- I use computers with permission.
- I use computers independently and cooperatively.

- I am on time for class.
- I stay to the left while walking on pathways.
- I use road rules.

#### Transition—*(e.g. Returning to class from breaks, between classes, exiting school grounds)*

- I walk in two straight lines, walking directly behind the child in front of me.
- I sit in one of two straight lines while waiting for a teacher.
- I walk directly to where I’m going.
- I sit inside the school grounds waiting to go home.

- I walk quietly through the school grounds during learning time.
- I walk on correct pathways.
- I knock before entering rooms.

- I am on time for class.
- I stay to the left while walking on pathways.
- I use road rules.
Appendix 7
Hilliard State School Personal Reflection Sheet Year 3-7

Student’s Name: _______________________________  Class: ________

Teacher’s Name: _______________________________  Date: _____________

What did I do?
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

What rule did I break? (circle)
Being Safe  Being Respectful  Being a Learner

How does this behaviour affect others?
_________________________________________________________________________________________________

How does this behaviour affect me?
_________________________________________________________________________________________________

Who is responsible for my behaviour?
_________________________________________________________________________________________________

How can I make it better? What do I say? What do I do? (circle)
I can say sorry to my teacher  I can say sorry to my classmate
I will be safe  I will be respectful  I will be a learner

What Else? _______________________________________________________________________________________

My Plan is (refer to Hilliard State School Behaviour Expectations Matrix)
_________________________________________________________________________________________________

_________________________________________________________________________________________________

Student’s Signature: ________________________  Date: ___________
Arrival Time: ____:____  Departure Time: ____:____

Classroom Teacher’s Comments
I have discussed this plan with ___________________________ and have developed strategies to assist with the implementation of this plan.

Parents have been contacted  □

Data entered on OneSchool  □  (Behaviour incident noting Thinking Room as the behaviour strategy)

[Teacher’s signature] ___________________________
<table>
<thead>
<tr>
<th><strong>This is what happened:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ I was teased</td>
</tr>
<tr>
<td>☐ Someone hurt me</td>
</tr>
<tr>
<td>☐ Someone didn’t listen to me</td>
</tr>
<tr>
<td>☐ I hurt someone else</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>This is where it happened:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Classroom</td>
</tr>
<tr>
<td>☐ Playground</td>
</tr>
<tr>
<td>☐ Office</td>
</tr>
<tr>
<td>☐ Oval</td>
</tr>
<tr>
<td>☐ Toilet</td>
</tr>
<tr>
<td>☐ On the Way to Class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>This is who made me angry:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ The teacher</td>
</tr>
<tr>
<td>☐ My friend</td>
</tr>
<tr>
<td>☐ Someone in my class</td>
</tr>
<tr>
<td>☐ Someone in the playground</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>This is what I would do differently next time:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Tell my teacher</td>
</tr>
<tr>
<td>☐ Talk about it</td>
</tr>
<tr>
<td>☐ Go to a quiet place and cool down</td>
</tr>
<tr>
<td>☐ Ignore it</td>
</tr>
<tr>
<td>☐ Tell Deputy Principal/s</td>
</tr>
<tr>
<td>☐ Tell Principal</td>
</tr>
<tr>
<td>☐ I would________________________________________</td>
</tr>
</tbody>
</table>

I think I handled this problem ......?

<table>
<thead>
<tr>
<th>Not so well</th>
<th>Very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Classroom Teacher’s Comments
I have discussed this plan with __________________________ and have developed strategies to assist with the implementation of this plan.

Parents have been contacted ☐

Data entered on OneSchool ☐ (Behaviour incident noting Thinking Room as the behaviour strategy)

[Teacher’s signature] ___________________________
<table>
<thead>
<tr>
<th>White copy – Thinking Room</th>
<th>Pink copy – Class teacher (student file)</th>
<th>Yellow copy – left in Referral book</th>
</tr>
</thead>
<tbody>
<tr>
<td>One School incident record to be completed (48 hours)</td>
<td>Parent Guardian to be notified for this incident (24 hours)</td>
<td></td>
</tr>
</tbody>
</table>